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ABSTRACT

This report summarizes the proceedings of the Conference on Early Childhood held at the Ontario Institute for Studies in Education in Toronto. Provided are (1) names and addresses of participants; (2) an overview of reported research on early childhood; (3) the response of participants to the Preprimary Project research proposal of the International Association for the Evaluation of Educational Achievement (IEA); and (4) directions for future research in the field of early childhood. The IEA's Preprimary Project is an international study of the effects of socialization environments on 4-year-old children. Appendices provide descriptions of academic participants' current research work; the sampling plan of the IEA study; an observation/coding schedule used in a study of family day care settings; and the text of a proposal for a national coordinating center for research on home and extra-home influences on preprimary and primary children. (RH)

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PROCEEDINGS OF THE

CONFERENCE ON EARLY CHILDHOOD

September, 1983

Coordinated By

Ellen M. Regan
The Ontario Institute for Studies in Education

Andrew Biemiller
Institute of Child Study
University of Toronto

Funded by:

Social Sciences and Humanities Research Council of Canada

Ministry of Education, Ontario

The Ontario Institute for Studies in Education

Faculty of Education, University of Toronto

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PROCEEDINGS OF THE CONFERENCE ON EARLY CHILDHOOD

September 22-24, 1983

O.I.S.E.

Toronto, Ontario

Ellen M. Regan and Andrew Biemiller Co-Coordinators

Elizabeth Morley Administrative Assistant

TABLE OF CONTENTS

Conference Objectives 1

Section I - Participants 3

Section II - Reported Research 6

Section III - Response to IEA Preprimary Project 19

APPENDICES

Appendix A - Academic participants

Appendix B - IEA Sampling Plan

Appendix C - Brockman Observation/Coding Technique

Appendix D - SSHRCC Proposal

The Conference

The Conference on Early Childhood was held from September 22 to September 24, 1983 at the Ontario Institute for Studies in Education (OISE) in Toronto. The objectives of this conference of early childhood researchers from across Canada were:

1. to review the directions of current research, as represented by the work of conference participants, to share research questions and methodology and to discuss ideas for future research in the field of early childhood;

2. to determine Canadian interest in the IEA Preprimary Project, an international study of the socialization environments of four-year-old children, as proposed by the International Association for the Evaluation of Educational Achievement (IEA).

An anticipated outcome of the conference was the establishment of a consortium of researchers whose shared interests in early childhood would provide a needed network of communication among such researchers in Canada. The IEA proposal which inspired the conference emphasizes the need to develop a strong theoretical and empirical framework for guiding research and rationalizing practice. The conference was directed toward contributing to the development of such a framework.

Each of the two principal objectives of the conference occupied roughly half of the scheduled time of the three-day conference period. The format included opportunities for individual reports of current and planned research, as well as open general discussions of the IEA proposal.

Funding for the conference was received from four sources:

1. Social Sciences and Humanities Research Council of Canada (SSHRCC);
2. Ministry of Education, Ontario;
3. Ontario Institute for Studies in Education (OISE);
4. Faculty of Education, University of Toronto.

Ellen Regan of OISE and Andrew Biemiller, Institute of Child Study, University of Toronto, planned the conference and served as co-chairpersons of the conference sessions.

The Proceedings

This report summarizes the conference proceedings under the following areas of focus:

1. the Participants;
2. overview of Reported Research on Early Childhood;

3. response to the IEA Preprimary Proposal and directions for the future;
4. Appendices: A. Academic Participants' Current Research Work,
   B. IEA Sampling Plan
   C. Brockman Observation/Coding Schedule
   D. Proposal for a National Coordinating Centre.

It is hoped that this report will meet the needs of the participants, and also address the interests of others who are engaged in research and policy development, and may wish to become involved in the Preprimary Project as it develops.

SECTION ONE

The Participants

Twenty-one participants from academic centres in seven Canadian provinces, and five participants from provincial ministries attended the conference. All participants were invited to attend on the basis of their current research, their academic position, or their position in their respective Ministries. The national nature of the representation in the group was welcomed as a unique opportunity to realize both the common concerns and the regional differences among Canadian researchers.

At every session, discussion was enriched by the comments of the participants from provincial ministries. This liaison between policy-makers and researchers is seen as a positive and concrete outcome of the conference and it is hoped that this type of interaction will serve as a model for future meetings related to the IEA Preprimary Project, both regionally and nationally.

All conference participants and their academic affiliations are listed below and are, in addition, noted in Appendix A[1]. with brief descriptions of current research interests.

Participants - Academic Centres

Madeleine Baillargeon
Faculty of Education
Laval University
Quebec,

Andrew Biemiller
Institute of Child Study
University of Toronto
Toronto

Lois M. Brockman
Dept. of Family Studies
University of Manitoba
Winnipeg

Patricia Canning
Mount Saint Vincent University
Halifax

Glen Dixon
Child Study Centre
University of British Columbia
Vancouver

Steen B. Esbensen
Universite du Quebec a Hull
Hull

Joan Gamble
Faculty of Education
University of Moncton
Moncton

Hillel Goelman
Faculty of Education
University of British Columbia
Vancouver

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[1]Appendix A - Academic Participants.

Wilfred Innerd, Dean
Faculty of Education
University of Windsor
Windsor

Ellen Jacobs
Faculty of Education
Concordia University
Montreal

Dona Lero
Department of Family Studies
University of Guelph
Guelph

Margie I. Mayfield
Faculty of Education
University of Victoria
Victoria

Solveiga Miezitis
Dept. of Applied Psychology
OISE
Toronto

Fred Morrison
Faculty of Home Economics
University of Alberta
Edmonton

Raquel B. Presser
Section prescolaire-primaire
F.S.E.
Montreal

Ellen Regan
Dept. of Curriculum
OISE
Toronto

Merle Richards
Faculty of Education
Brock University
St. Catherines

Ada Schermann, Chairman
Institute of Child Study
University of Toronto
Toronto

Donna White
Dept. of Psychology
Concordia University
Montreal

Otto Weininger
Dept. of Applied Psychology
OISE
Toronto

Participants - Provincial Ministries

Irene Kyle
Policy and Development Branch

Ministry of Community and
Social Services
Queen's Park
Toronto

Aura Hanna
Research Branch
Ministry of Education
Queen's Park
Toronto

Sylvia McPhee
Special Education Branch
Ministry of Education
Queen's Park, Toronto

Candice Pineault
Ministere de l'Education
du Quebec
Quebec

Frances Poleschuk, Chief
Elementary Education Branch
Ministry of Education
Queen's Park
Toronto

Lilian Katz of the College of Education, University of Illinois accepted an invitation to attend the conference session dealing with the IEA proposal. She is a joint-author of this proposal, and brought to the conference recent news of international response to the proposal and pertinent comments on design modifications of the study.[2]

SECTION TWO

Overview of Reported Research

Research reports were presented by all academic participants. It is possible to identify within the body of work discussed several major clusters of interest and activity among the researchers. It is important to note that this overview does not attempt to catalogue all early childhood research currently underway in Canada.[3] It is, rather, a view of what is now being done by twenty-one researchers whose work reflects areas of individual interest in young children and, taken collectively, gives a profile of important national and regional concerns in this field. The following are areas of research activity in Canada as represented by conference participants, with a

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[2] See section 3 of these proceedings for details of this discussion.

[3] See Biemiller, A. "Early Childhood Education" in J.M.H. Andrews and T. Rogers (Eds.) Research on Education in Canada - A State of the Art Review (1982) Ottawa, SSHRCC.

sampling of representative studies from each cluster. As indicated, a researcher's activity may be represented by two or more of these clusters. Studies mentioned in this section of the report are outlined by author in Appendix A. Details of this work are available from the respective researcher.

Training Models for Teachers and Child Care Workers

Interest in teacher education and professional development is grounded in concern for the quality of life of young children in group settings.

Raquel Presser has undertaken an exploratory study to identify teachers' professional development needs. In interviews with teachers, she finds that subjects seem to choose between stagnation and development, between ambivalence and autonomy. She identifies as a recurring theme the teachers' search for support.

Lois Brockman is developing training programs for Family Day Care Providers. Her investigation explores the relative effectiveness of three training models on the quality of caregiving.

Kathleen Brophy is using family systems theory as a basis for discussing how day care staff should view a child and how day care providers can form a partnership with the family in programming for the child.

Solveiga Miezitis is developing a new technique for use by school psychologists in dealing with children of low self-esteem. The model includes both teacher and parent mediated approaches.

Glen Dixon is creating teacher training materials for use in ECE courses. A series of videotapes of child and teacher behaviours is accompanied by guides. He is also working on a model program for teaching ESL children in Vancouver schools.

Patricia Canning has an interest in preschool programs for native children and is developing teacher training materials for Native Peoples as well as establishing model preschool programs for Indian and Innuit children.

Teacher Beliefs and Perceptions

Several researchers are involved in studies which identify teachers' beliefs and perceptions and/or explore the impact of these perceptions on the educational setting.

Steen Esbensen's study of teachers' perceptions of play pedagogy is a comparative study looking at the attitudes towards play held by adults working with young children.

Andrew Biemiller, Ellen Regan and Solveiga Miezitis are involved in a study of teachers' perceptions and practices at the K-4 level. Miezitis looked at the effects of feedback about their teaching on student teachers' expectations about children. Regan used an observation/interview/feedback cycle to explore teachers' beliefs and to increase observer understanding of the teacher's classroom practice.

Raquel Presser examined teacher attitudes in her study of professional development needs and identifed as recurring themes: fear of incompetence, self-esteem, isolation, assertion and facing conflicts.

Characteristics of Various Types of Preschool Experience

Several researchers are involved in a survey of regional/ local preschool facilities and an evaluation of the variables associated with quality of life for children in these settings.

Patricia Canning has undertaken an assessment of the extent and characteristics of the provision of child care in Nova Scotia.

Joan Gamble has completed a survey of francophone preschool centres in the province of New Brunswick and an analysis of key variables affecting their quality.

Hillel Goelman is studying the caregiving arrangements of preschoolers in Victoria from an ecological perspective.

Margie Mayfield is currently working on a description and analysis of Employer Sponsored Day Care in Canada, assessing its feasibility and desireability for Canada, in general, and British Columbia in particular.

Otto Weininger is preparing a paper based on a review of the literature on children's day care centres and their effects on young children.

Determining/Evaluating Characteristics of Children in Various Care/Educational Settings

The impact of particular educational programs and care facilities on children is of concern to a number of researchers. Work in this area often reflects interest in the interaction between child characteristics and setting variables.

Hillel Goelman uses a measure of children's cognitive, social and emotional development in his study of three different care environments: licenced day care centres, licenced family day care and unlicenced family day care homes.

Wilfred Innerd investigates the long-term effects on children of their preschool education. He is studying the subsequent school performance of children with different kinds of preschool experience.

Margie Mayfield is evaluating the impact of a home-based intervention program for Native children up to 4 years of age.

Merle Richards and Andrew Biemiller looked at "thriving", "average", and "not-as-yet thriving" children in various programs from Kindergarten to Grade Two, making an analysis of children's problems and teachers' strategies.

Methodology

An important aspect of much of the work currently underway in Canada is the development of instruments for and methods of studying young children and their environments. Design and validation of measures were critical components in Lois Brockman's study of family day care settings. Her timed observation technique achieved good reliability among observers of children in the home day care environment.

Hillel Goelman is piloting the development of new observational measures to be used in homes for the study of caregiving arrangements for preschoolers.

Andrew Biemiller tested the structure and validity of a teacher rating form to elicit teacher perceptions of individual children in both a longitudinal and a one year study. He is also developing a video and interview technique for looking at children's self-direction.

Donna White, and associates A.B. Doyle and L. Serbin, maintained as a primary goal of their study on social development of young children, the refining and validation of measures of salient social cues such as gender, body-type, or language.

Ellen Regan's studies of both parents beliefs and teachers' perceptions refined a method of eliciting those beliefs through an interview technique. By allowing opportunities for feedback and elaboration, subjects were able to clarify and refine their initial responses. This technique has implications for the work of educational consultants.

Influence of Various Home/Family Variables on the Preschool Experience

In this cluster of research interests researchers focus on the interaction between the characteristics of the child's home and parents and his preschool experience. There is an awareness that studies of children cannot treat the circumstances of a child's life fully without a close look at the critical factors of home life.

Kathleen Brophy examines how families cope with the child's day care experience from the perspective of family systems theory.

Patricia Canning also analyses family response to a child entering a preschool program in her study of the effects of preschool education on children and families in Labrador.

A key interest of Donna Lero is the family in relation to the child's care experience. Her study of factors influencing

parents' preferences for child care arrangemenrs explore parental attitudes and criteria related to preferences.

Margie Mayfield is involved in a cross-cultural study on the impact of parent involvement in preschool intervention programs.

Otto Weininger is studying the play of children who express distress at separation from their parent at the day care centre.

Quality of Child-Adult Interactions

Assessing the type of interactions the child experiences in the care environment contributes to the overall picture of the quality of life for children in these settings.

Kathleen Brophy uses observational measures in assessing the interaction of special needs toddlers, special needs pre-schoolers, and non-special needs preschoolers with adults. Her settings were integrated early childhood programs.

Solveiga Miezitis looked at the effects of feedback to student teachers on their interactions with particular children.

Merle Richards developed a teacher/child interaction coding measure for her analysis of thriving vs non-thriving children.

Determining Children's Social Networks

Several researchers are involved in work which explores social development of young children in extra-home settings.

Ellen Jacobs explores the composition of social networks and the child's peer relations in her study of social development of preschool children. She also examines privacy, personal space and intrusive behaviour in the preschool setting.

Donna White looks at how children develop ideas about social variables such as sex role, ethnic identity and body image. This study also deals with the salience of social cues.

Otto Weininger is studying power relationships in kindergarten children.

Cognitive Development of Children

In this area, studies range across many areas of intellectual growth.

Fred Morrison is studying cognitive development in preschool and school-age children:
- information processing
- domain-specific knowledge
- reading aquisition and disability
- precursors of learning disabilities
- language and cognitive antecedents of later reading disorders.

Madeleine Baillargeon looks at early reading, Patricia Canning at mathematical competencies of preschoolers, and Margie Mayfield at the development of reading and writing perceptions, attitudes and skills of kindergarten and primary children.

Special Needs Children in Early Childhood Programs

Special needs children are observed both in integrated programs and in settings designed specifically for them.

Madeleine Baillargeon is concerned with mainstreaming in Quebec.

Donna Lero hopes to assess what factors are needed to allow optimal integration of special needs children into "regular" preschool and day care programs.

Kathleen Brophy assesses the child/adult interaction of special needs children in a preschool setting.

Otto Weininger is studying pretend play and its effects upon developmentally handicapped young children. He is also investigating certain differences between the play of normal, neurotic and psychotic children.

Young Native Children

As regional interests were discussed, Indian and Innuit children were mentioned as the focus of some studies. Factors such as isolation, cultural variables and family variables were critical to these studies.

Patricia Canning is involved in serveral studies involving young native children: a comparison of Innuit and non-Innuit children entering primary school; the effects of preschool education on children in Labrador; the development of teacher training and preschool programs for native children.

Margie Mayfield is conducting a longitudinal evaluation of a Native Infant Program of home-based intervention.

Glen Dixon is interested in the education and experience of children living in geographically isolated areas.

Other Research Interests

Steen Esbensens's interest in space and design is reflected in two studies, one on environmental design implications for playground behaviour, and one concerning urban planning for children and families.

Glen Dixon is developing preschool ESL programs for use in Vancouver.

Ellen Regan explores parent perceptions in her study of parent beliefs about their teaching role.

Ada Schermann is interested in developing continuities in the sequence of school experiences each child has and in extending continuity of programming from the early school years up to the junior level.

SECTION THREE

Response to the IEA Preprimary Project

The Conference on Early Childhood considered the IEA preprimary project from two perspectives. The proposal was examined first in terms of its relevance to the interests of Canadian researchers. Next, the proposal was discussed with respect to its thrust and feasibility as a national research undertaking. In preparation for the conference, all participants received copies of the proposal. Consequently everyone came to this discussion with knowledge of the proposal and its objectives. Following is a summary of the proposal.

This proposal concerns:

1. A survey of provisions for 4 year olds, ranging from within-home parental care to "formal" in-classroom kindergarten and daycare settings, including information on:

characteristics of clientele
responsible agency
program focus
source of funds
characteristics of personnel
(survey to be conducted in many countries during 1986-87. Information provided to us suggests that such surveys may be conducted sooner in Canada and the USA.)

2. An observational study of four year old children's quality of life including activites, interactions with children and adults,

and affective climate in group care/education settings and home settings (main study to be conducted at many sites in many countries during 1987-88).

3. An observation and interview study of variables affecting extra-home children's settings including space, materials, number of children, adult-child ratio, characteristics of children, characteristics of staff, use of time, parental influence over non-parental settings, administrative authority, extra services, funding, socialisation focus (e.g., substitute for parental care vs education) and curriculum type (to be conducted in 1987-88).

4. A follow-up study of primary school outcomes including: primary school performance and adjustment at ages 6 and 7, social competencies, language development, and other measures to be developed by participating nations. (This component would occur during 1990-1992.)

Prior to the conduct of the main survey and study of the quality of life of four year olds in 1986-1988, national groups would collaborate on the development of sites, sampling procedures (1983-1984), measures (1983-1985) and pilot studies (1985-1986).

The intended outcomes of the study include:

1. Provision of comparative information about child socialization, care, and education arrangements in different countries and regions of countries.

2. Provision of information about the quality of life experienced by four year old children in a wide variety of different settings in different regions and S.E.S. groups in different countries.

3. Examination of setting variables associated with variations in the quality of life of four year olds.

4. Examination of relationships between the observed quality of life of four year olds and developmental outcomes at ages 6 or 7.

5. Application of such information to practical policy decisions concerning care and education arrangements for four year olds.

Each participant prepared for conference purposes a statement of thoughts, concerns and questions related to the proposal and these served as a starting point for discussion. There was general enthusiasm for the proposed research and

respect for the objectives of the IEA study. Conferees were, however, anxious to clarify several issues and a list of specific questions was compiled. These were subsequently addressed to Lilian Katz (University of Illinois), Chairperson of the IEA Preprimary Project Committee.

It was apparent from the outset that the participants were favourably disposed to the proposed survey of provisions for 4 year-olds in Canada. While there were significant queries regarding design and direction, the concept of the survey was readily endorsed. The proposed study of quality of life of 4 year-olds interested the researchers, but received a cautious response fom many until issues of national relevance could be identified and included in the agenda of study.

Three clusters of concern about the study in general emerged:

1. methodology
2. flexibility
3. administration and funding.

Each of these areas is presented below with a summary of the ensuing discussion of participants' concern.

1. Methodology: Researchers stated that one of the principal objectives in undertaking any aspect of the study would be the

development of measures and instruments which are sensitive to and valid for study of Canadian children on a national scale. With this in mind, there were concerns expressed that the IEA proposal placed little emphasis on tests and interviews as sources of data. While favouring observational measures, Lilian Katz confirmed that changes to the origianl proposal would include, as accepted methods of data collection, tests of competence.

Both the size of the sample and the sampling procedures were questioned. There was concern that for a nation of the size and diversity of Canada, a larger, more representative sample of sites and children would present a more valid picture of 4 year-olds across the country. Lilian Katz acknowledged that the original sampling plan was subject to revision and referred to modifications regarding sampling as proposed by the IEA Committee.[4] She felt that while it is necessary to place some limits on the variety of sites, it is also recommended that the sampling be designed to address nationally relevant questions.

The issue of feasibility was raised in relation to accurately observing the large number of variables proposed in the origianl project outline. Lilian Katz shared the group's concern about the number of variables. On the question of variables, she also

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[4]See IEA Sampling Plan, Appendix B

emphasized that while every country involved seems able to think of additional variables for study, it is really not possible to add more to the international study. She did suggest that additional variables can be included at the national level, and gave as an example special needs children who are not specifically included internationally, but might be an important national concern.

There was considerable unease among the researchers regarding the observation methods suggested in the proposal. Some noted the difficulty of achieving reliability with coding methods of this type, while others questioned the likelihood of accurately coding all variables in 12-scond intervals.

Louis Brockman, University of Manitoba, Winnipeg, Manitoba, was invited to present to the group an alternative observation technique which she has developed and found effective in her study of family home day care. Her emphasis is on creating a reliable picture of what the observer actually saw through concise descriptions of behaviour accompanied by appropriate coding.[5]

There was general interest in pursuing alternatives to the IEA proposed observational and coding methods.

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[5] L. Brockman's Observation/Coding Technique, Appendix C. Brockman invited requests for information and feedback on her observational data collecting technique.

Many researchers felt that any consideration of quality of life would require definition of "quality", "good", etc. These definitions were not made clear in the proposal, and IEA provides no particular external validating criteria for these key elements of the study. Participants representing Ministries of Education requested that this study be more than an abstract discussion of quality of life. They anticipate that this is an opportunity to develop criteria for policy-makers. Comments from these participants repeatedly brought the group back to the question, "How can we get closer to criteria which effect the quality of life for children?"

Canadian researchers were encouraged by Lilian Katz to develop methodology which meets their needs, and to share it via the IEA Committee with other participating countries. If Canada proceeds with a national survey ahead of the suggested IEA schedule (1986-88), this methodological contribution to the international study appears likely.

2. Flexibility: Of critical importance to the conference participants was the extent to which they and their collegues would be locked into the IEA proposed plan of action if they declared interest in taking part in the study. While most expressed enthusiasm for the project in general, almost all

had some areas in which their interests and concerns did not match those of the international study. Methodological questions, practical issues, and priorities were all raised repeatedly in conjunction with the issue of flexibility.

Lilian Katz did much to allay fears that the IEA project established such a fixed framework that little variation was possible. She emphasized that each country is encouraged to add its own policy questions, to determine and incorporate its own priorities and to see the study as a relevant piece of research work both on the national and the international level.

There is an attempt at present on the part of the IEA Committee to reach agreement among participating countries on what the essential questions for study will be. Beyond these, countries will look at issues nationally employing the IEA Study as a useful vehicle for their own interests. For example, the health status of 4 year-old children is not an included variable internationally, but it would be welcomed in the various national studies if it emerged as a country-based priority.

In brief, it would seem appropriate for researchers to view the IEA project as an umbrella proposal, with specific objectives and approaches, but also encompassing the possibility of national

variations and variables. This flexibility was viewed as essential to any study which allows for and respects regional differences and cultural perspectives.

3. Administration and Funding. Discussion of the IEA Preprimary Project returned often to the issue of administration and funding. The study was felt to be a formidable undertaking requiring regional, national, and international co-ordination and long-term funding. Lilian Katz outlined the international network, indicating that at present 21-22 countries had declared interest in participating in the study. An International Committee chaired by Lilian Katz, serves to mediate the interests and concerns of the member nations. An international co-ordinating centre is being established at Ypsilanti, Michigan, U.S.A.

In each participating country, a National Co-ordinating Centre will operate to represent the interests of the regional research groups. Angela Hildyard, Executive Head of Sponsored Research, OISE, outlined the role of a National Centre in such a study as this. It would serve to channel data to the International Centre, to maintain the objectives of IEA in all facets of the research, to monitor the time-frame and use of instruments and, co-ordinate researchers' fund-raising efforts in Canada.

Funding received considerable attention in the discussion. There was support for the notion of consortium-based fund raising which would ensure co-ordination rather than competition in approaching funding bodies for money. Lilian Katz and Angela Hildyard supported the idea of seeking support money in three-year stages. Possible sources of funding were suggested: foundations, Provincial Ministries (Education, Social Services, etc.), Federal Ministries (Indian Affairs, Health and Welfare, etc.), SSHRCC. Initial discussion with SSHRCC of matching funds raised indepentently from other sources has already received unofficial, but favourable, response. There was a concensus that in all funding efforts care must be taken to present the IEA study in such a way that the potential of other Canadian researchers, not involved in the study, to obtain funding not be jeopardized.

Andrew Biemiller and Ellen Regan reported that they had prepared an intitial proposal for a seed money grant from SSHRCC for development of a proposal for a National Co-ordinating Centre.[6] The conference participants endorsed this proposal and await response to it by January, 1984.

The IEA administrative structure is further delineated by a network of regional groupings within each participating country.

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[6]See Appendix D for a copy of this proposal.

In Canada, three regional clusters are suggested, with representative meetings to be held in late 1983 and early 1984 in each area. Vancouver (or Edmonton), Toronto, and Montreal will serve as regional meeting points at present. The regional approach is seen as a means of drawing in other researchers and hence making the study both more representative and more productive. Financially, regionality increases the feasibility of the study as local special interest groups as well as provincial ministries are likely to view with favour a regionally relevant proposal.

Participants identified several items which would constitute an agenda for the first regional meeting in each area:

1. Determine commitment to the IEA Proposal in general
2. Determine commitment to components of the study
   (a) National Survey,
   (b) Quality of Life Study,
   (c) National Co-ordinating Centre.
3. Identify the variables which people in each region would like to include in the survey.
4. Consider sample sites within each region.

It was understood that regions would seek their own funding for these meetings.

Statement of Survey and Research Interests

The Conference on Early Childhood provided a forum for participating researchers to state their own interests in relation to (1) a National Survey of provisions for 4-year-olds and (2) Research which relates to other aspects of the IEA study.

While it is understood that it is not possible to incorporate all interests within the study, the following lists indicate the range of Canadian concerns in this area of early childhood research.

1. Survey Interests

- curriculum/philosophy of Nursery schools
- mainstreaming
- enlarge age sample to include younger and older children (infants to 5-year-olds)
- teacher competency and training
- population density
- training of care providers and trainers
- parent education
- special needs children
- increase number of home variables
- trends in day care choices
- survey methodology developed

- parent response to care situation
- early identification
- quality of interaction in settings
- case study approach to a variety of programs
- factors affecting rate of staff turnover
- professional development
- measures of developmental status
- percentages of various family styles (single parent, etc.)
- information on directors of care setting
- staff perception of professional status
- co-ordination between preschool and primary grades
- province-wide surveys
- effect of mixed-age groupings
- tracking re: Where are the children?
- continuity between preschool programs
- native preschools
- teachers' stated philosophy related to actual behaviour
- parent involvement in schools
- gender of staff

2. Research Interests related to "quality of Life"

- observational techniques
- quality of life as a function of age/sex variable
- evaluation techniques, methodology development
- environmental concerns - space, play materials, etc.
- remote areas, geographical isolation and program variables

- adult behaviour - teacher competency
- native children's programs
- extending child care education to parents
- training requirements and effects on quality care
- sequence of early childhood experiences
- family dynamics, parent involvement
- inservice training for care providers regarding early identification
- quality of interaction in settings
- consistency in programming
- nutrition
- networking of early educators
- continuity in experience during child's early years
- adult-child attachment
- social networks
- day care vs nursery school vs home
- rural vs urban variables
- play in different settings
- how children are evaluated

In addition to the participants' independent research and survey interests, comments from ministry representatives urged that throughout the study, researchers be aware of the need for a prototype for co-ordinating resources for children, for evaluating these resources, and for setting policies for them. Several sources of existing statistical information were noted (e.g., Statistics Canada, Helath and Welfare, etc.) and these may serve

regional needs as the survey takes shape. Steen Esbensen encouraged participants to consider producing a book on early childhood to explore provincial/regional concerns and current research findings.

CONCLUDING COMMENT

Conference participants expressed their appreciation to SSHRCC, OISE and Faculty of Education, University of Toronto for making possible this gathering of researchers. There was concensus that the Canadian early education research community is being strengthened by exposure to and discussion of the work being done in the field across the country.

As a follow-up to the Conference, plans are underway for two of the regional meetings and for a round table discussion at the June 1984 meeting of the Canadian Society for the Study of Education (CSSE). This interest in pursuing conference objectives in settings involving greater representations of regional and national research concerns is certainly an important outcome of the conference.

APPENDIX A

Academic Participants

Dr. Madeleine Bailargeon
Faculte des sciences de l'Education
Universite Lavel,
Quebec, P.Q.

Current Research Interests:

1. Early Reading - Goal of this study is to gather information of the processes of reading in children who have not yet had formal teaching in reading, i.e., readers before 1st grade.

2. Mainstreaming - a look at young handicapped children in regular early childhood programs.

Dr.Andrew Biemiller
Associate Professor of Child Study
Institute of Child Study
Faculty of Education
University of Toronto
Toronto, Ontario

Current Research Interests

1. Longitudinal Study of children identifed by their teachers as "thriving", "average", or "not-as-yet thriving" according to teachers' goals. Children have been followed from kindergarten to grades 3 or 4.

2. One Year Study of kindergarten to Grade Two children examining variables related to "thrive" status.

3. Study of children's behaviour and performance in the laboratory school at the Institute of Child Study using teacher ratings, interviews, and observer ratings. Development of videotape and interview techniques for examining children's self-directive capacities was a special focus.

Dr. Lois Brockman
Department of Family Studies
University of Manitoba
Winnipeg, Manitoba

Current Research Interests:

1. The immediate and long-term effectiveness of three education/training approaches (microteaching, workshop, and correspondence course) on quality of caregiving of family day care providers.

2. Current research in child development in Department of Family Studies.

   - Effect of the type of teacher responsiveness to a child on the child's task behaviour.
   - The effect of infant development classes provided for pregnant adolescents on the subsequent care of their infants.
   - Examination of behaviours shown by infants and toddlers while motivated to achieve a goal.
   - Developmental changes in the ability of children from two to five years of age to manipulate clothing closures.
   - Production of video programs whichillustrate behaviours included in the Hawaiian Early Learning Profile (HELP) Assessment.
   - Video teaching programs in production:
     Development in Down Syndrome children
     Teaching music to toddlers.

Dr. Kathleen Brophy
Assistant Professor
Department of Family Studies
University of Guelph
Guelph, Ontario

Current Research Interests

1. Social and Play Behaviour of Special Needs and Non-Special Needs Toddlers.

   The toddlers were observed in two early childhood programs. Video tapes of free play periods allowed for assessment of the interaction of special needs and non-special needs toddlers with adults and peers.

2. Adult and Child Interaction of Special Needs and Non-Special Needs Preschoolers.

   Observation of free play activity of 3-5 year olds in a pre-school program serving special needs and non-special needs children. The interaction between adults and these children was the focus.

3. Family Systems Theory as it Applies to Viewing Children and Families in Day Care.

   A look at how families cope with the realities of a young child entering a day care program, and at the ways that program staff and families can develop a partnership in caring for the child.

Dr. Patricia Canning
Mount Saint Vincent University
Halifax, Nova Scotia

Current Research Interests

1. The Assessment and Evaluation of Child Care in Nova Scotia.
   An assessment of the extent and characteristics of the provision of child care services to young children and their families.
   Investigates these services from the perspective of working mothers, day care centre staff and the children themselves.

2. The Effects of Preschool Education on Children and Families in Nain, Labrador.
   Evaluation of the effect of preschool education on school readiness and achievement in low income families.
   Examination of the effect of a child's attendance at preschool on the family.

3. A comparison of Innuit and non-Innuit children entering grades primary and one.

4. Development of preschool teacher training programs for Native Peoples (Innuit and Indian).

5. Development of model preschool programs for Native children (Innuit and Indian).

6. An examination of the characteristics of pre-primary programs in Nova Scotia.

7. Mathematical competence of preschoolers.

Dr. Glen Dixon
Child Study Centre
Faculty of Education
University of British Columbia
Vancouver, B.C.

Current Research Interests

1. ESL Demonstration Preschool.

   Development of a model ESL program for use in Vancouver schools.

   Research emphasis on the development of social language skills in the second language by 3 and 4 year olds attending demonstration preschool.

2. Development of a series of videotapes of child and teacher behaviours with accompanying guides for use in ECE teacher education courses.

3. An investigation into the child's perception of selected elements in music and visual art and the relationship to social language and exploratory behaviour in the preschool.

4. Establishment of a new mother/toddler program at U.B.C. Child Study Centre.

Steen Esbensen
Professor
Departement des sciences de l'Education
Universite du Quebec a Hull
Hull, Quebec.

Executive Director
Canadian Society for the Study of Education
Ottawa, Ontario

Current Research Interests

1. Teacher's Perceptions of Play Pedagogy

   A comparative study based on a questionnaire-interview instrument in Quebec, Ontario, Denmark, Sweden and Norway.

2. Environmental Design Implications on Playground Behaviour

   Includes studies of accidents on the playground and safety standards for playgounds in Europe and North America.

3. Urban Planning for Children and Families

   Focus on public policies for children's play environments in 25 countries.

Joan Gamble
Assistant Professor
Department of Teaching
Faculty of Education
University of Moncton
Moncton, New Brunswick

Current Research Interests

1. The Priority Needs in New Brunswick regarding quality of preschool centres

   A survey of francophone preschool centres in New Brunswick leading to an analysis of their quality.

   Focus on adult-child ratio, group size, teacher's educational qualifications, number of square feet per child and lighting.

   (Research undertaken with Dr. Catalina Ferrer, Faculty of Education, University of Moncton.)

Dr. Hillel Goelman
Faculty of Education
University of British Columbia
Vancouver, B.C.

Current Research Interests

1. Victoria Day Care Project

A two year study of the caregiving arrangements of preschoolers in Victoria.

Conducted in three different environments: licenced day care centres; licenced family day care; and unlicenced family day care homes.

An ecological perspective consisting of parent and caregiver interviews, observations of home and day care environments and measures of cognitive social and emotional development of the children.

(This research is undertaken with Alan Pence, School of Child Care, University of Victoria, Victoria, B.C.)

Dr. Wilfred Innerd
Dean, Faculty of Education
University of Windsor
Windsor, Ontario

Current Research Interests

1. Investigation of long-term effects of preschool education

   - purpose is to examine the effects of different kinds of preschool experience on subsequent school performance,

   - data base consists of records of kindergarten entrants' preschool experiences obtained from the Windsor Board of Education, kindergarten and later grade testing and teacher rating data.

Dr. Ellen Jacobs
Associate Professor
Faculty of Education
Concordia University
Montreal, Quebec

Current Research Interests

1. Intrusive Behaviour in the Preschool Environment

2. Proximity and Personal Space Behaviour in Preschool Children

   - both studies involve observations of three to five year old children in natural settings, peer ratings and projective techniques,
   - privacy regulating mechanisms in full- versus half-day preschool environments and also a focus,
   - the relationships between friendship, age, sex and proximity are studied.

3. Social Networks, Social Development, and Peer Relations of Preschool Children

   - research aims to describe composition of social networks, taking into account age and sex, family size and socio-economic status and to explore the relationship between the composition and functioning of social networks and children's peer relations.

Dr. Donna Lero
Professor
Department of Family Studies
University of Guelph
Guelph, Ontario

Current Research Interests

1. Factors Influencing Parents' Preferences for, and Use of Alternative Child Care Arrangements for Pre-School Aged Children

   - this study explored parents' attitudes and evaluative criteria in child care use patterns as well as socio-demographic variables, availability and accessibility of care arrangements as factors in parents' preferences.

1a. Family Variables

   - continuing the study of family variables that influence and are influenced by the different types and sequences of experiences children have during the preschool years.
   - for example:
   - determining which variables are most important for predicting the number and nature of children's pre-primary experiences;
   - assessing the effects on children's cognitive, emotional and social development of different pre-primary experiences (individually) and different sequences of pre-primary experiences;
   - assessing how children's participation in various pre-primary educational and child care dxperiences affect

parents, and parent-child relationships;

- assessing what factors are needed to allow optimal integration of special needs children into "regular" preschool and day care programs.

Dr. Margie Mayfield
Faculty of Education
University of Victoria
Victoria, B.C.

Current Research Interests

1. A Longitudinal Evaluation of the Native Infant Program

   - a home-based intervention program for Native children from birth through four years of age is evaluated using interviews, questionnaires, anecdotal reports, analysis of logbooks, follow-up referrals and a modified time series with comparison group design. The evaluation attempts to go beyond a solely cognitive/achievement orientation.

2. Description and Analysis of Employer Sponsored Day Care in Canada

   - study aims to describe the current status of employer sponsored day care and assess the need, feasibility and desireability of such day care.
   - methodology include on-site visits, personnel interviews, and program observations.

3. Cross-Cultural Study on the Impact of Parent Involvement in Preschool Intervention Programs

   - examines the impact of parent involvement in intervention programs on the family, on the child and on the parent. Data is being collected in Canada, U.S.A., Israel and Kenya.

4. A Longitidudinal Study of the Development of Reading and Writing Perceptions, Attitudes, and Skills of Preschool Kindergarten and Primary Children

- study will trace the development of young children's attitudes toward reading and writing and the relationship of these to the children's reading and writing abilities at the end of Grade One.
- current work is directed toward refining the instrumentation.

Dr. Solveiga Miezitis
Department of Applied Psychology
Ontario Institute for Studies in Education
Toronto, Ontario

Current Research Interests

1. Effecting Change in Classrooms: A Study of Teachers' Perceptions and Practices

   - focus on the effects of feedback about teaching and children's interactions with student teachers on student teachers' formation of expectations about children.

2. Parent and Teacher Mediated Approaches for Children of Low Self Concept

   - the study combines parent and teacher-mediated intervention approaches for children of low self-concept;
   - uses a Grade One and Grade Four population in the school setting;
   - attempts to develop a new technique for school psychologists.

Dr. Frederick Morrison
Faculty of Home Economics
Department of Family Studies
University of Alberta
Edmonton, Alberta

Current Research Interests

1. Cognitive Development in Pre-School and School-Age Children
   - Information-processing approaches to cognitive growth;
   - the influence of 'domain-specific knowledge' on growth of processing skills and strategies;
   - reading acquisition, in particular the growth of word decoding skill and its relation to comprehension;
   - the cognitive bases of reading disability.

2. Antecedents of Learning Disorders in Children
   - early precursors of learning disabilities;
   - language and cognitive antecedents of later reading disorders;
   - cognitive, educational and neurological characteristics of learning-disabled children.

Dr. Raquel Presser
Section prescolaire-primaire, F.S.E.
Universite de Montreal
Montreal, Quebec

Current Research Interests

1. Identification of the Professional Development Needs of Early Childhood Educators

   - study aims to identify and understand teachers' professional development needs, recognizing the apparent gap between the need to take a critical look at the pre-service teacher-training program and the experiences which the teachers live as in-service educators;
   - qualitative approach - interviews with French speaking early childhood teachers to define professional development and identify themes related to what was lacking in their professional development to date.

Dr. Ellen Regan
Associate Professor
Department of Curriculum
Ontario Institute for Studies in Education
Toronto, Ontario

Current Research Interests

1. Parent Beliefs about Teaching Role

Research has explored parent perceptions and descriptions of their "teaching" role and their expectations of schools (preschool and primary).

Research procedures involve individual interviews, group sessions, feedback to groups and individuals. This approach allowed for revision, modification and elaboration of initial responses and more explicit descriptions related to teaching in the home.

2. Effecting Change in Classrooms: A Study of Teachers' Perceptions and Practices

This is a study of teacher beliefs and perceptions focusing on (a) what is important to them as teachers, (b) what influences their teaching, and (c) children's characteristics and classroom behaviour.

Methodology include an observation/interview/feedback cycle which provided for an intensive case study of the classrooms involved.

Dr. Merle Richards
Associate Professor
Brock University
St. Catherines, Ontario

Current Research Interests

1. Project Thrive (1980-1983)

   - A study of the effects of teachers' classroom style on their perception of behavioural or learning problems in children, and on their use of problem-solving strategies in teaching.

2. Investigation into changes in time-on-task and in children's communication patterns resulting from the introduction of learning centres in grade one classes. The study involves comparisons of classes whose teachers have received training in the use of learning centres and those who have not as well as pre-and-post-instruction patterns in the classrooms of teachers in the instruction group.

Professor Ada Schermann
Chairman
Institute of Child Study
University of Toronto
Toronto, Ontario

Current Research Interests

Major concern: developing continuities between nursery-primary and junior level programs, and extending continuity in programming from the present 3 year-old nursery school to establishment of toddler and infant programs in the Institute of Child Study laboratory school.

Dr. Otto Weininger
Department of Applied Psychology
Ontario Institute for Studies in Education
Toronto, Ontario

Current Research Interests

A. Studies in the Area of Play of Young Children

1. An investigation into the definition of the word "play" by kindergarten and grade 1 children, and the corresponding definition provided by their parents.
2. An investigation into certain differences between the play of normal, neurotic and psychotic children.
3. The relationship between play and immunology. We are investigating the relation (if one exists) between the kinds of the play, its intensity and duration and the immune system of the child.
4. Play as a tool in the classroom. Children were involved in play programs, their teachers were provided with resources and consultants who work in the play method, and observations and evaluations were conducted by the authors.
5. Power relationships in kindergarten children. This study involves observations of young children and their use of physical force, verbalizations, play, and interactions.

6. The play of children who express distress upon being separated from their parent at the day care centre in contrast to those who leave their parent with no apparent difficulty.
7. Pretend play and its effects upon developmentally handicapped young children (4 years). A series of studies of the effect that pretend play has upon the emotional cognitive language and play skills of the young child.

B. A Review of the literature on children's day centres. A paper is being prepared based upon the research literature and O. Weininger's work, on the effects of day care centres on young children.

Dr. Donna White
Department of Psychology
Concordia University
Montreal, Quebec

Current Research Interests

1. Social Development in Young Children

   This is a study of how young children develop ideas about the nature of sex roles, ethnic identity, and body image stereotypes. Goals are to develop and validate measures of the salience of these variables and to study the cognitive and environmental factors that influence the development of social cue salience.
   The study also explores the consequences of social dimensions salience in terms of phenomena such as social behaviour, self-concept, and academic performance.

2. A Cognitive-Behavioural Treatment/Evaluation Study of of Obesity in Children and Adolescents.

3. Study of Social Skills of Obese and Non-Obese Adolescents.

APPENDIX B

IEA Sampling Plan

Sampling Plan

1. Introduction

Several units of analysis will be used in the study. For the National Survey (Part I), the units of analysis will be areas and settings. For Part II, the Quality of Life Study, both settings and children will serve as units of analysis. In Part III, Follow - Up Studies, children will constitute the unit of analysis.

Socialization theory and reseearch suggest that structural aspects of socialization settings and the developmental status of children are related to socioeconomic background factors. At present knowledge of the distribution of different kinds of settings in different socioeconomic contexts is limited. In order to examine the influences of these factors, the widest possible range of setting structures must be included in the study. Thus it is essential to include:

-all the different kinds of settings in which 4 year old children are socialized (e.g. full day and half-day settings, semi-formal child care arrangements, family-only settings, etc.,.)

-the various socio-economic environments within a country, i. e. each kind of setting in locations having different socio-economic backgrounds

Therefore two major dimensions constitute the basis for the overall sampling procedures:

Dimension 1 - kind of setting (e.g. full or half day)

Dimension 2 - socioeconomic backgrounds of settings (SEB)

If we assume that a minimum of 120 settings per country will constitute a sample size sufficient for national (i.e. within-country) data analyses, and further, that in a given country as many as 5 kinds of settings may be found, and furthermore 3 levels of socioeconomic development (SED) can be distinguished, a stratified sample can be formed as shown below.

ii)International Core and Options

Part of the Study	Core	Optional
Part I		
National Survey*		
Background Variables	X	
Site background (official statistics, expert judges, teacher interviews, etc.)	X	
Family background (parent interviews)	X	
Part II		
Quality of Life		
Setting Structure Variables	X	
Parent Interviews	X	
Teacher Interviews	X	
Process Variables		
Observation of Half Extra-Home Children	X	
Observation of All Extra-Home Children		X(A)
Observation of Home-Only Children		X(B)
Observation of Extra-Home Children at Home		X(C)
Developmental Status - Age 4 years	X	
Part III Follow Up Studies		
Test of Developmental Status:		
Age 5 years	X	
Age 6 years	X	
Age 7 years**		X(D)

* Note that in countries where sufficient national statistics are already available the National Survey part of the study will be relatively small and simple.

** Note that in some countries the age at the end of the first year of primary school is 6 and other seven years. The plan of the study is to follow the children until the end of that year regardless of age.

	KINDS OF SETTINGS					TOTAL
SED LEVEL	A	B	C	D	E	
UPPER	6	6	6	6	6	30
MIDDLE	12	12	12	12	12	60
LOWER	6	6	6	6	6	30
TOTALS	24	24	24	24	24	120

Schematic representation of the samples of kinds of setting for each country.
Note: The sample fo Middle SED level is double the Upper and Lower levels (a) because greater heterogeneity is expected in this category, and (b) in order to minimize possible distortion of the national picture by the extreme levels.

The formation of the sample depicted in the table depends on the availability of information concerning the population of settings that exist with respect both to their kinds and their socioeconomi background (SEB) factors. In most countries such basic information appears not to be currently available. One purpose of the National Survee is to provide this information.

The National Survey will produce a picture of the kinds of settings that exist and the SEB factors associa ted with their distribution. The data thus obtained will also serve as a basis for the sampling procedures of Part II - The Quality of Life (QOL) part of the study.

2. Outline of Sampling Procedures

A multi-stage procedure for sample formation is proposed as follows:

Step 1: The Selection of Regions

(A region is a relatively large geographic unit within which areas can be identified; in some countries this may be a county or municipality, for example. More precise definition of 'region' will have to await NRC discussion.)

Step 2: The Selection of Regional Units called Areas

Within regions, local sub-units called areras will be identified along a dimension describing socioeconomic development (SED). All countries will apply a comparable index of SED. Each country will develop its own within-country ranking of regions and areas on an index of SED.

Each area must be ranked within its region on an index of SED. Within each area, the occurence and distribution of kinds of settings will be ascertained.

For each areab findings will be summarized and combined to form a national picture of the occurence and distribution of kinds of settings in each SED level.

The data in this natinal summary will be used for the sampling procedures for Part II of the study - the Quality of Life (QOL) study.

Step 3. Sample of Settings

For Part II - QOL, for each kind of setting, a sample of 24 will be drawn representing 6 each from the Upper and Lower SED levels, and 12 from the Middle level for all areas.

Step 4 - The Selection of Child Samples

From each oof the 120 settings, 4 children (2 girls, 2 boys all age four years) will be randomly selected. For the Family-Only setting see section ?? below.

3. Procedures for Selection of Regions and Areas Within Regions

3.1 Different Points of entry into Step 1 may be required depending upon geographical, demographic and political boundry characteristics of a given country. Some countries have homogeneous regions, others typically have heterogeneous regions. Thus alternative points of entry are suggested as follows:

Step 1a	In some countries it may be best to select heterogeneous regions within which all SED levels occur;
	OR
Step 1b	In some countries it may be best to select regions, each of which is homogeneous in SED
	OR
Step 1c	In some countries it may be necessary to use a probability sample (See T. Bond)

In either Step 1a or 1b, the selectin of 4 regions is advised.

3.2 In the case of Step 1a, sub-units called areas have to be defined and ranked according to the three proposed SED levels. This procedure should yield 2 areas at the upper level, two at

the lower level and 4 at the middle level. Since there are to be 4 regions, this procedure will yield a total of 32 areas.

Note : that the SED level of an area is intended to give a rough approximation of the socioeconomic background (SEB) of the settings within it. a more specific index of the SEB of settings will be available following the collection of QOL data.

3.4 In the case of step 1b, the selection of homogeneous regions, the procedures should be as follows:

Step 1b - On the basis of either official statistics or expert judgment, 4 relatively homogeneous regions will be identified so as to yield 1 upper and 1 lower region and 2 middle regions along the SED dimension.

Given that even within relatively homogeneous regions, some variation is to be expected, every effort should be made to minimize potential sampling errors. Thus the following next step is proposed:

Step 2b - Area
Within the upper SED region, 8 of the highest areas are to be selected;

Within the 2 middle SED regions 16 "typical" areas will be selected.

Within the lower SED region, 8 of the lowest SED areas will be selected.

This procedure should yield atotal of 32 areas.

Thus both points of (Steps 1a or 1b) yield a total of 32 areas ranked by SED.

4. Special Issues

4.1 Sampling Family-Only Children

One of the kinds of settings to be studied is referred to here as Family-Only Setting, i.e. study of the children who are not participants in any extra-home setting, but for whom the main setting of their socialization is their own families at home.

The general plan for the sampling of the extra-home settings is to select 4 children for the sampling of the extra-home setting is to select 4 children per setting. However, this number will not work for the Family-Only setting, in that typically only one 4 year old will be found in a home. For the Extra-Home settings

4 children children x 24 settings will yield 96 children per setting kind. In order to obtain a comparable number of children it is proposed that the sample size for Family-Only settings be a total of 96 children also.

Each of the Extra - Home settings identified by the above procedures can be said to occur in a particular environment, here called a site . Thus the 96 Extra-Home settings represent 96 sites: 24 sites within the Upper and Lower SED levels, and 48 sites within the Middle SED level. Using the locale orenvironment of the Extra-Home setting as a site, iit will be possible to obtain a Family-Only sample as follows:

24 - Family Only children from 6 selected Upper SEB sites (4 children/site)

48 - Family-Only children from 12 relatively Middle SEB sites (4 children/site)

24 - Family-Only children from 6 selected bottom SEB sites

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96 -Total Family-Only children

4.2 Extra-Home Settings with fewer than 4 four-year olds. There may be some settings in a given area which have less than the required number of four year-olds participating. This is especially likely to be true of a Child-Minding of Family Day Care setting. In this case a procedure similar to the sampling of the Family-Only children is proposed.

BROCKMAN OBSERVATION/CODING TECHNIQUE

APPENDIX C

CODE NO. 43

Sample Number	CONTEXT	C D	H N	TYPE INVOLVEMENT	CHILDREN NO	CHILDREN D	CHILDREN DOING WHAT?	HOW? V	HOW? G	HOW? E O N	HOW? A	COMMENTS
1	Bathroom	C		help c on toilet	1	P	on toilet	✓	–	O	+1	
					3	O	build w blocks	–	–	N		
2	Kitchen talk phone	D		O. cc	2	A	color in book	–	–	O	+1	
					1	3	crawl on floor slowly	–	–	O		
3	Kitchen	C		serve drink	4	A	sit table, drink	✓	–	O	+1	
4	Living Room	C		read story, Occ	2	A	listen story	✓	–	O	+1	
					1	3	cut paper	–	–	O		
5	Bedroom make bed	D		ask c ?	1	3	look book	✓	–	N	+1	are you having fun?
					2	O	watch T.V.	–	–	O		
6	Bedroom	C		hold c, hug	1	P	held, laugh	✓	–	O	+2	
					2	3	does shape puzzle	–	–	N		puzzle has O△□
7	Playroom	H		pick up toys	3	3	help clean up toys	✓	–	O	+1	
					1	3	sit, O.	–	–	N		
8	Backyard talk neighbor	N		None	2	3	swing	–	–	N	+1	
					2	3	run fast to ball	–	–	N		

PAGE NO. 1

APPENDIX D **SSHRCC PROPOSAL**

Request for Seed Money Grant for Development of a Proposal for a National Coordinating Centre for Research on Home and Extra Home Influences on Pre-Primary and Primary Children.

Ellen Regan, Department of Curriculum, O.I.S.E.

Andrew Biemiller, Institute of Child Study, Faculty of Education, University of Toronto, and Department of Applied Psychology, O.I.S.E.

Co-Principal Investigators

The International Association for the Evaluation of Educational Achievement (I.E.A.) proposes to mount an international study of "developmentally relevant characteristics of the socialization environments of four year old children in participating countries and to establish their relationships to related developmental outcomes" (p. 6, I.E.A. Proposal). What is sought in this submission is "seed money" to develop a proposal for a national centre to coordinate Canadian work in this area.

Need for Research on Early Childhood Education

Both internationally and in Canada there is considerable debate regarding appropriate socialization environments for pre-primary children. The proposal for the international study observes,

> "No doubt all spheres and levels of education are subject to ideological dissension. But impressions based on experience suggest that pre-primary education is especially blessed with divergent and often deep ideological controversies that will not be fully ennumerated here. (See for example, Katz, 1977). There are various potential explanations for such animated conflicts.
>
> One explanation of interest here is the absence of robust theories or theory which would assist researchers in the field to identify with confidence what characteristics of early experience are related to children's long term development. The absence of such theory creates a vacuum which is quickly filled with doctrinaire professions of faith in various program elements, e.g., play, or "readiness" exercises, etc.

> These controversies should not be lightly dismissed simply as matters of philosophical taste. They permeate, more or less explicitly, discussions of policy and educational strategy within homes, universities, laboratories and classrooms, as well as in policy-making chambers at all levels of government. Such ideological differences referred to here also play a role in the selection of research designs, the selection of variables and of measuring instruments.
>
> To some extent, these controversies are fueled by deep differences in values and attitudes towards the place of women, the functions of the family, the importance of schooling, the pressure for industrialization, and so forth. In a very real sense, these ideological disagreements are "close to home" and constitute a central feature of the sub-culture of pre-primary education." (I.E.A. Pre-primary Proposal, Katz, Crahay, & Tietze, 1982, p. 17-18)

These concerns were echoed in Biemiller's (1982) recent state-of-the-art review of early childhood research in Canada.

At this time, Canadian four year olds participate in a variety of socialization settings including full time home care and various combinations of home care with family day care, group day care, minding centre and nursery school.

Many questions are being raised concerning the effects of different types and combinations of care and education for young children. The significance of these questions is highlighted by evidence that in Canada the number of children at the age of four and under is likely to increase by 25% in the next 5 years and nearly 40% in the next decade (Brown, 1983). Current thinking regarding fruitful approaches to explaining the nature and outcomes of the child's socialization experiences are outlined in the I.E.A. Pre-primary Proposal (attached) and reflected as well in the current and proposed work of Canadian researchers. Specifically Canadian needs are reviewed in the attached chapter from S.S.H.R.C.C.'s recent State-of-the-Art Review on Canadian Educational Research

(attached). Major needs summarized in that report are listed below:

"1. Evaluation Techniques. Virtually all the professionals I interviewed stressed the need for developing and validating new methods of assessing on-going and long-term aspects of children's functioning in early childhood education programmes. This concern is also reflected in recent literature reviews (Goldhaber, 1979; Takanishi, 1979; House and Hutchins, 1979; Zimiles, 1977; De Vries and Kohlberg, 1977; and Bronfendrenner, 1979). In particular, both the professionals interviewed and the reviews stressed the importance of developing measures relating to non-academic aspects of functioning--social skills and problem-solving, various aspects of self-concept, emotional development. The teacher as a source of information was stressed by some sources (e.g. Hoge, in press; Fair et al, 1978; Biemiller, 1982; Biemiller and Richards, in progress).

2. Programme Evaluation. The field of early childhood education suffers from a well-established conventional wisdom --one interviewer described it as a "missionary approach". Many teachers and professionals in the field will state that they "know" what is best for children and need no further information about this. At the same time, most of the professionals I interviewed expressed a strong need to test conventional assumptions and study carefully the effects of different approaches to child care and education on a wide range of variables. Accomplishing this will require improved evaluation techniques as outlined above.

3. Relationships Between Families, Child Care Programmes, and School Programmes. This topic was raised by a number of different interviewees and reviews (see point #1 above) in several different contexts. Some expressed concern about the effects of attitudes towards "day care" children and programmes held by public and separate school teachers and the relationship or "seam" between different types of programmes which children participate in simultaneously (e.g. day care and public school) or successively (e.g. kindergarten followed by grade one). Others suggested the importance of examining relationships between school or day care programmes and families, including the effects of day care on the family, and ways of relating school programmes to our multi-cultural society. Still others noted growing evidence that successful intervention programmes of any type may depend on family changes as well as child changes." (Biemiller, A., Early Childhood Education, in J. Andrews and T. Rogers (Eds.) Canadian Research in Education: A State of the Art Review. Ottawa, S.S.H.R.C.C., 1982.)

Direction and Main Objective of Proposal

Current and proposed research across Canada, and within an international context, addresses questions relating to child socialization with special attention to the interaction between the home and other socialization settings experienced by children (e.g. day care, kindergarten, etc.). The proposal for an international pre-primary study has served as the impetus for developing a consortium of Canadian early childhood researchers presently engaged in research related to effects of group care and education settings and family settings on children's development. The consortium anticipates meeting in September[1] to compare present work and examine the international proposal as a framework for the cross Canada study. Specifically, the group will consider current and proposed environmental, parental and child measures, research design, and the number and nature of sites required to adequately encompass the socialization experiences of Canadian four year olds. Funding for each site will be the responsibility of the individual researchers. The opportunities for obtaining such funding from provincial and private sources would undoubtedly be enhanced by S.S.H.R.C.C.'s support for a national centre. Seed money is being sought for the development of a proposal to establish a national centre. This centre would be involved in coordination and communication between specific sites, possibly provide for central data analysis, allow for annual meetings for representatives from each site and provide for travel to scheduled international meetings of the Pre-primary Project (see I.E.A. Proposal, pp. 108-117).

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1. See attached proposal for Conference on Canadian Research in Early Childhood.

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Proposed Schedule of Development Project

September, 1983. Conference on Early Childhood to be held at Ontario Institute for Studies in Education and Institute of Child Study, University of Toronto. This conference will bring together approximately twenty currently active researchers in early childhood education and family socialization from British Columbia to Halifax to examine the relevance of the I.E.A. proposal to their current and immediately planned research activities, and to identify potential sites across Canada, to be involved in the I.E.A. project.

N.B. Funding for this conference is being sought separately from the seed funds requested in the present proposal. The conference proposal is attached. However, the conference is seen as the starting point for the development of a Canadian National Centre for the Pre-primary Project. Availability of funds for the conference should be announced in June, 1983.

October-December, 1983. Preparation of proceedings of the Conference on Early Childhood and correspondance between participants and other potentially interested parties. (The Pre-primary Project will be described to the Early Childhood Interest Group of the Canadian Association for the Study of Education in Vancouver in June, 1983.) Preliminary work on separate proposals for individual site studies will be undertaken by some conference participants. Correspondance with International Association for Evaluation of Educational Achievement (I.E.A.).

January to March, 1984 (assuming funding for development of proposal). Continued correspondance with site groups. Work with research officer to develop detailed proposal for national centre in conjunction with I.E.A.

April, 1984. Three meetings with participants will be held in Montreal, Toronto, and Vancouver[1]. Relatively detailed site proposals should be available for incorporation into plan for National Centre.

May, 1984. Completion of detailed proposal for submission to S.S.H.R.C.C. Family and Socialization Strategic Area by May 31, 1984.

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1. The western meeting may be held in Edmonton depending on the constitution of groups and convenience.

Budget for Proposal Development

1. Staff:

(I.C.S.)	Research Officer	15 days @ $75.00/day	$1,125.00
(O.I.S.E.)	Secretary	15 days @ $58.00/day	870.00
		Staff Total	$1,995.00

2. Travel: (N.B. These costs assume participation by those attending Toronto conference in September. Actual groupings and costs may be slightly different.)

Montreal Meeting		
Halifax-Montreal[a]	$191.40	
Moncton-Montreal[a]	179.30	
Ottawa-Montreal[b]	42.90	
Toronto-Montreal[b]	94.60	
	$508.20	
Living expenses 4x2x55[c] =	440.00	
	$948.20	948.20
Toronto Meeting		
Windsor-Toronto[b]	$ 77.00	
Guelph-Toronto[d]	25.00	
	$102.00	
Living expenses 2x2x55[c] =	220.00	
	$322.00	322.00
Vancouver Meeting		
Toronto-Vancouver[a]	$ 530.20	
Winnipeg-Vancouver[a]	333.30	
Edmonton-Vancouver[a]	193.60	
Victoria-Vancouver[a]	85.00	
	$1,142.10	
Living expenses 2x4x55[c] =	440.00	
	$1,582.10	1,582.10
	Travel Total	$2,852.30

a. Air Canada charter rate inflated by 10%.
b. Via Rail return club, inflated by 10%.
c. Living expenses inflated by 10% from $50 rate now allowed.
d. By car

3. Other Expenses:

Long distance telephone	$100.00	
Stamps	50.00	
	$150.00	150.00
Total Cost		$4,997.30

Abbreviated Curriculum Vitae May, 1983

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Associate Professor of Child Study, University of Toronto; cross-appointed to Department of Applied Psychology, Ontario Institute of Education.

Major Publications:

Biemiller, A. A Longitudinal Study of Thriving, Average, and Non-Thriving Children From Kindergarten to Grade Four. Toronto, Ontario: Ministry of Education, Ontario, 1983.

Biemiller, A. Research on Early Childhood Education: Some Observations on the Problems and Possibilities in Canada. Canadian Journal of Early Childhood Education, 1982, 2, 73-79.

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Biemiller, A. The Development of the Use of Graphic and Contextual Information as Children Learn to Read. Reading Research Quarterly, 1970, 6, 75-96.

Relationship to Proposed Project : Co-principal Investigator with Dr. Regan.

Abbreviated Curriculum Vitae April, 1983

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Education: B.Sc. State University College, Genesse, N.Y. (Education), 1953.
M.Sc. Syracuse University (Education), 1956.
Ed.D. State University of New York, Albany (Education), 1967.

Current Position: Associate Professor, Department of Curriculum, Ontario Institute for Studies in Education.

Previous Applied Experience: Teacher, Speech Therapist, Consultant, public schools, New York State; 1953-1964.

Major Publications:

Regan, E.M. and Weiss, J. Process-Oriented and Product-Oriented Curriculum. International Encyclopedia of Education: Research and Studies. London, U.K.: Pergamon Press Ltd. (in press).

Bailey, L., Biemiller, A., Elder, J. and Regan, M. Curriculum Guide: Today's Special. Toronto, Ontario: Ontario Educational Communications Authority, 1982.

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Relationship to Project : Co-principal Investigator with Dr. Biemiller.